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The "Managing You" Workbook

100 worksheets to help you grow your unique talents

Eric Garner

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The "Managing You" Workbook: 100 worksheets to help you grow your unique talents
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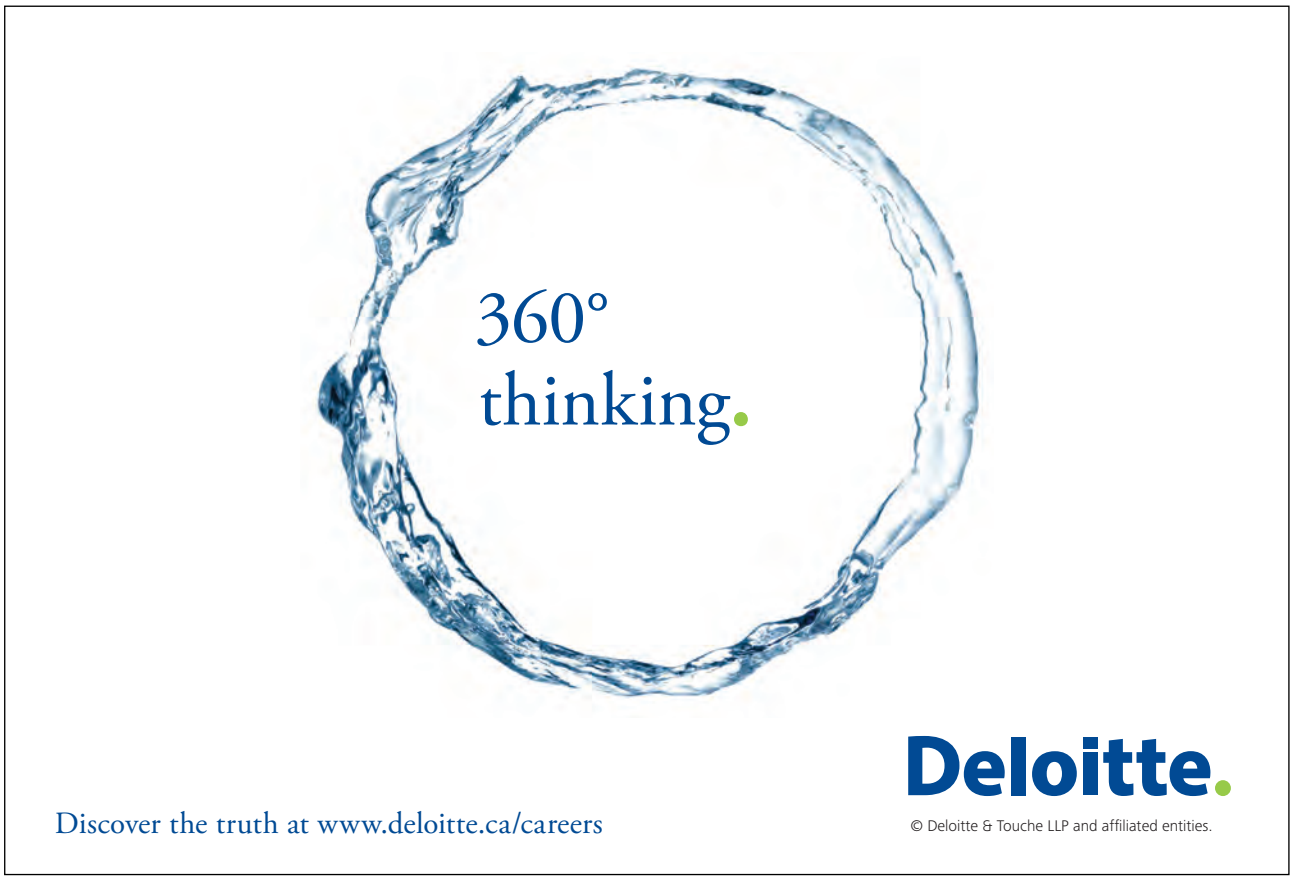

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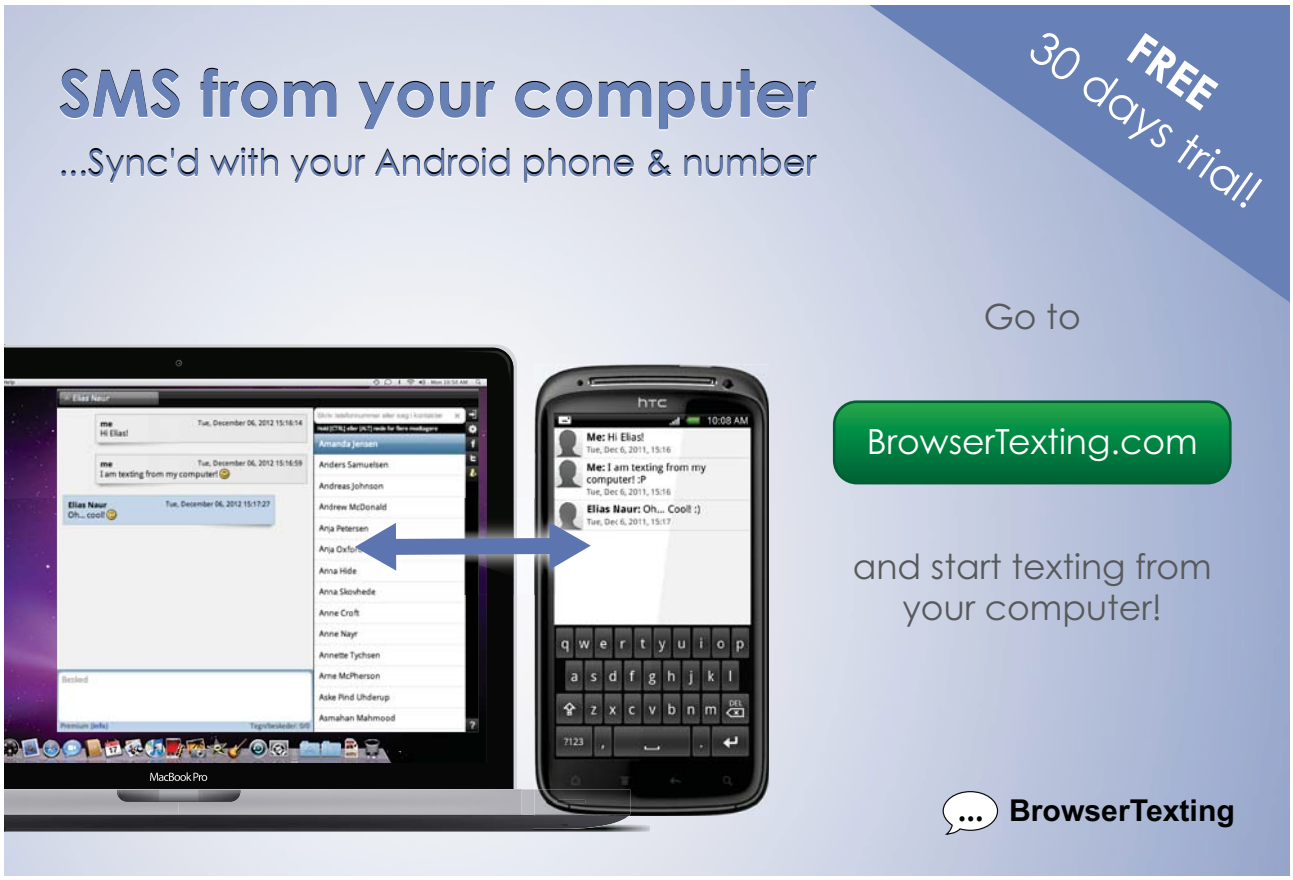

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Preface

Introduction to "The "Managing You" Workbook"

In this workbook, you'll find 100 worksheets that will help you discover and develop the most valuable resource in your life: You. Under 7 headings, we'll take you on a journey of self-discovery and help you to develop the following areas of your life: your self-confidence; your communications skills; your time management; your leadership potential; your ability to cope under pressure; your creativity; and your motivation to learn and grow. If you are viewing this workbook as a digital resource, you should print out the workbook and fill it in on paper. Now start the voyage of a lifetime and discover who you are and who you can become.

Profile of Author Eric Garner

Eric Garner is an experienced management trainer with a knack for bringing the best out of individuals and teams. Eric founded ManageTrainLearn in 1995 as a corporate training company in the UK specialising in the 20 skills that people need for professional and personal success today. Since 2002, as part of KSA Training Ltd, ManageTrainLearn has been a major player in the e-learning market. Eric has a simple mission: to turn ManageTrainLearn into the best company in the world for producing and delivering quality online management products.

Profile of ManageTrainLearn

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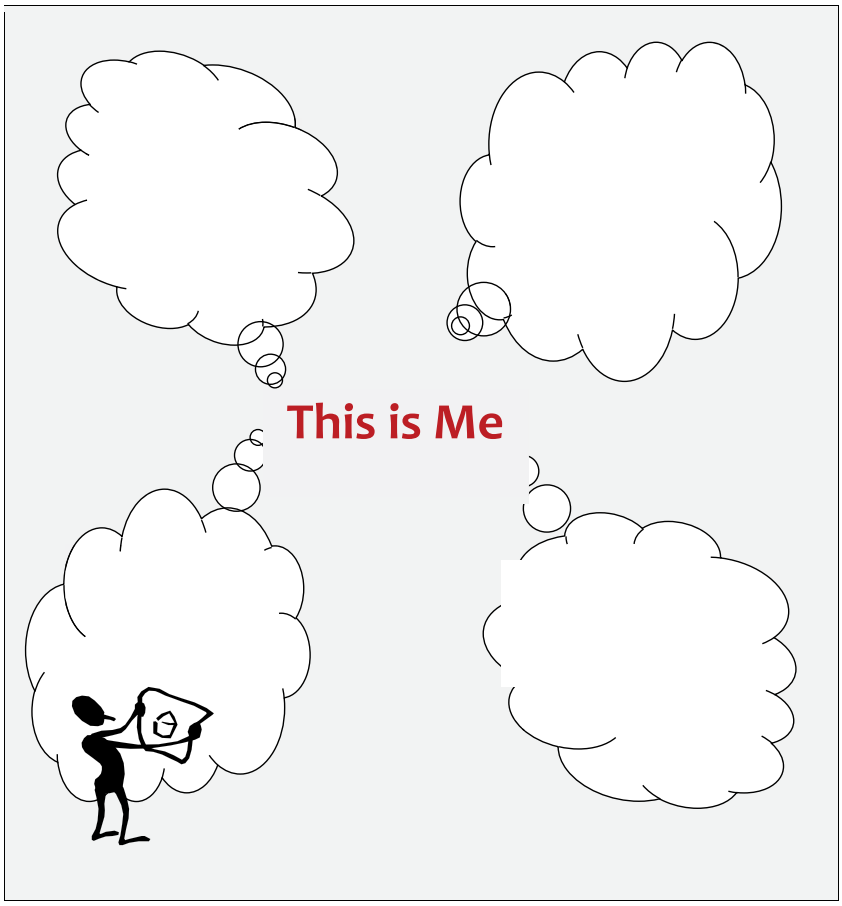
1 The Real You

It is astonishing to realise that we each possess skills and abilities that nobody else possesses quite like we do. We are each gifted with unique strengths and talents, whether this is a talent for display on the world stage as an outstanding performer or leader or star, or on a small stage as someone who makes a difference to just a few other people. Some believe that the talents we have are a freak of nature: the result of hereditary genes, the circumstances of our upbringing, or pure luck. Others believe that our talents are divinely inspired, the genius of the Roman gods. Whichever belief we accept, the fact remains: we are unique and it is up to us to decide in our lives just how we are to make the most of what we have and bring our potential to fruition. In this journey to self-realisation, there are many keys to finding the Real You. The first of these is Self-Confidence or Assertiveness.

1.1 This is Me

Instructions: Imagine that you have taken out a full page in a newspaper to tell the world about you, as if you were a product or brand. Use this worksheet to jot down what you would say, the pictures you would use, the skills you have, the life you've led and are currently leading.



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1.2 How Confident Are You?

Instructions: Complete the 5 sentences below, each in different ways. Then rate yourself against your descriptions.

A confident person is someone who…	
A confident person is someone who…	
A confident person is someone who…	
A confident person is someone who…	
A confident person is someone who…	
Now rate yourself out of 10 against the descriptions you've given:	

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1.3 I Feel Confident

Instructions: Review some of your relationships when you feel less confident than you would like to be. Give examples of situations or relationships when you feel confident or not ("I'm OK" or "I'm not OK") and when others appear confident or not ("You're OK" or "You're not OK").

Describe occasions when you feel less than confident:	
A.Give an example of an "I'm OK, you're not OK" exchange:	B. Give an example of an "I'm OK, you're OK" exchange:
C. Give an example of an "I'm not OK, you're not OK" exchange:	D. Give an example of an "I'm not OK, you're OK" exchange:

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1.4 The Things I Say to Myself

Instructions: Write down a negative self-talk script that you sometimes use. Then write down an assertive self-talk script showing how self-talk can create high self-esteem and the behaviours you want.

Negative self-talk: An unwanted belief you have about yourself (eg I'm shy): When you perceive it (eg at social gatherings): The biofeedback (eg feeling nervous):
Assertive self-talk: A wanted belief you have about yourself (eg I like meeting others): When you perceive it (eg at social gatherings): The biofeedback (eg interested in others):

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1.5 Applications Of Assertiveness

Instructions: Look at the five situations described below. Write down how you would respond and what you might say using assertiveness.

1. You give a customer presentation. The customers' MD pays you effusive compliments in front of your team.
2. After you give a presentation to customers, you overhear two members of the audience say the product is overpriced.
3. A member of your team criticises you at a staff meeting for being slow on your part of a joint project.
4. Your partner rings to say he/she has booked a weekend break for both of you, but you have already made other plans.
5. The boss walks in and wants to know which "idiot" broke the photocopier. You know that the machine recently broke down while you were on it, but you had no time to report it.

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1.6 An Assertive Sequence

Instructions: The mnemonic LASSIE is an assertive sequence which deals with an exchange that you're not happy about. Using the sequence, outline a script for dealing with the exchange below.

Situation: You have had a bad experience on holiday and have returned to the travel agents to seek some form of redress.
1. L: Listen (What kind of body language would you use? What kind of state would you put yourself in? What would you tell yourself?)
2. A: Acknowledge them by name and by showing you understand what they are saying.
3. S: Say what you think and feel.
4. S: Say what you would like to happen.
5. I: Indicate you recognize any differences between you.
6. E: Explore joint solutions to these differences.

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1.7 My Assertive Rights

Instructions: Think about a situation you may find yourself in when you feel put down or inferior. This could be a meeting with professional people, such as your child's headmaster or your doctor or someone in authority in your firm. Jot down ten assertive rights you feel you have in the situation.

Situation:
1. I have the right to…
2. I have the right to…
3. I have the right to…
4. I have the right to…
5. I have the right to…
6. I have the right to…
7. I have the right to…
8. I have the right to…
9. I have the right to…
10. I have the right to…

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1.8 Both…And Responses

Instructions: Think of a position you have recently taken on an important issue. Now consider a different point of view and arguments. After jotting both of these down, consider how you would phrase a "both… and" response that bridges the two positions.

The Issue:	
My point of view:	My arguments:
Opposite point of view:	Opposite arguments:
My both…and response:	

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1.9 Under Pressure

Instructions: There are 3 confident ways to stand firm against someone who is putting pressure on you, trying to put you down or not wanting to listen to you. These are: asking for time; fogging; and broken record. Try them out in the three situations below.

1. Asking for time Boss (late Friday afternoon): "Oh, and while we're at it, can I have that report on my desk by Monday morning and no mistake!" You (with no spare time):
2. Fogging Colleague (towards you, Simpson's account manager): "Looks like we lost Simpson's business again. That's three weeks in a row. The old man won't be pleased." You:
3. Broken Record Employee (Being Counselled By You For Being Late): "But I'm Not The Only One. What About The Others Who Are Always Late? Why Pick On Me? You:

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1.10 I Am, I Will, I Can

Instructions: Affirmations, visualisations and permissions have powerful effects in assertive training. Use the space below to write your own affirmation of the assertive you you want to be, the visualisation of what you can become and the power of what you can do.

I AM…
I WILL…
I CAN…

1.11 Assertive Role Models

Instructions: Under the headings below, jot down the names of people you admire as assertive role models. Add comments like: "Popeye – never gives up."

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A. Historical figures:
B. Figures from film, TV, plays, novels, fiction:
C. Figures from my past:
D. Figures from my present:

1.12 How Assertive and Confident am I?

Instructions: Use this worksheet to rate yourself as a communicator. Score 5 (strongly agree); 4 (agree); 3 (neither agree nor disagree); 2 (disagree); or 1 (strongly disagree).

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		5	4	3	2	1
1	I feel confident with myself and others most of the time.					
2	I rarely blame others for mistakes but aim to learn from them.					
3	In conflict situations, I work towards a win-win solution.					
4	When people bring me problems, I aim to listen in an empathic way.					
5	My tone of voice is always even, interested, and calm no matter what the situation.					
6	My body language is always relaxed and open, no matter what the situation.					
7	I feel able to speak my views even in large groups.					
8	I never use threats or force to get what I want.					
9	I never let others walk all over me.					
10	I continually work at improving my assertiveness.					
Total Score (out of a possible 50):						

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2 How Well Do You Work With Others?

"We are told by anthropologists that homo sapiens was, and is, an undifferentiated animal. In other words, he has no special characteristics for defence, attack or escape which help him survive. He has no great size like the elephant; strength, like the lion; speed like the deer. His teeth are small, his claws are weak and brittle. They are no use as weapons. He has no horns. He can neither see nor hear particularly well and his sense of smell is poor, so he can easily be taken by surprise. Yet he has outclassed all other animals. This must be because his big brain, his upright posture, his tool-making ability made that possible. But, above everything else, his developed brain enabled him to speak. Speech is man's most important attribute, as it enables him to communicate with other men." (Doris Wheatley)

2.1 How Good a Communicator Are You?

Instructions: Complete the 5 sentences below, each in different ways. Then rate yourself against your descriptions.

A successful communicator is someone who…	
A successful communicator is someone who…	
A successful communicator is someone who…	
A A successful communicator is someone who…	
A successful communicator is someone who…	
Now rate yourself out of 10 against the descriptions you've given:	

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2.2 Breakdowns in Communications

Instructions: Use the space below to write down examples of three breakdowns in communication, either from your own experience or well-known examples. Then jot down what the outcome of the communications breakdown was.

Examples:	Outcomes:
A.	
B.	
C.	

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2.3 Acts Of Communication

Instructions: We communicate with others for five main reasons: to learn; to express needs; to make contact; to achieve a goal with others; and to express ourselves. In the space below, jot down examples of all five acts of communication that you might carry out in the space of a normal day.

	Daily examples:
1. Communicating to the team	
2. Communicating to express needs	
3. Communicating to make contact	
4. Communicating to achieve a result	

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2.4 Winning and Losing

Instructions: Think of the different kinds of relationships you have in your life and work. Identify three different kinds, based on variations of winning and losing. Jot down how these relationships could be developed.

	How to develop towards greater co-operation:
1. With whom do I have a relationship based on winning and losing?	
2. With whom do I have a relationship based on formality?	
3. With whom do I have a relationship based on high levels of trust and co-operation?	

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2.5 Communications Values

Instructions: Use the seven examples of communications values to assess how well you currently communicate with your stakeholders (owners, managers, staff, customers, suppliers, the public).

	Yes/No	Rank
1. I am open about what others need to know		
2. I do not disclose sensitive or confidential information		
3. I keep our stakeholders informed		
4. I listen to our stakeholders		
5. I believe in being truthful		
6. I value differences between people		
7. I believe in caring and courteous communications		

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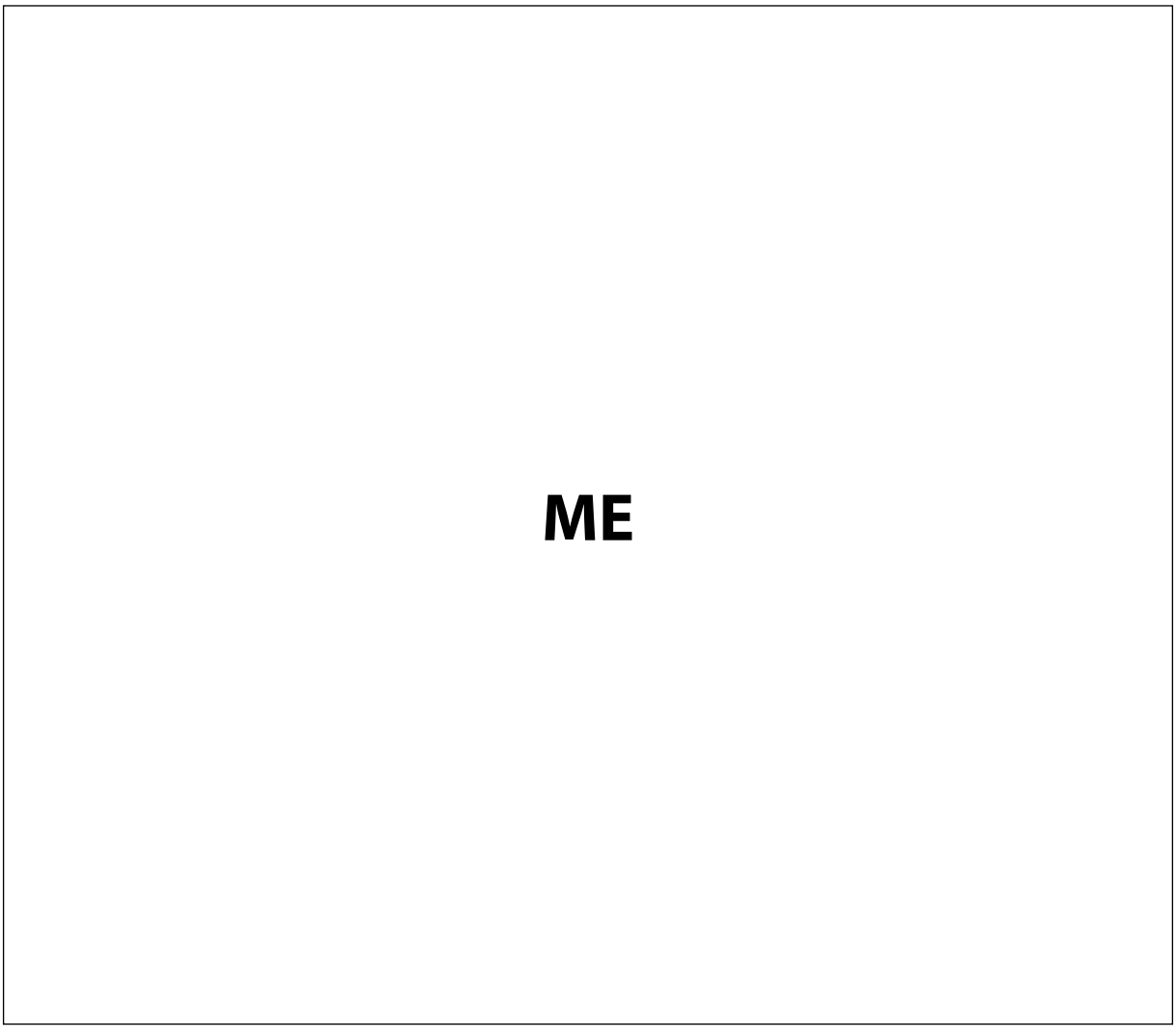
2.6 My Communications Network

Instructions: The box below represents your communications network with yourself at the centre. Draw lines from yourself to all those with whom you need to communicate. Draw key relationships with a thick line and lesser ones with dotted lines.



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2.7 Who I Talk To

Instructions: The people you talk to at work are: the boss; the team; colleagues; customers; and outsiders. Jot down in the boxes below the formal and informal contact you normally have with each of these groups.

	Formal contact	Informal contact
1. Communicating with the boss		
2. Communicating with the team		
3. Communicating with colleagues		
4. Communicating with customers		
5. Communicating with outsiders		

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2.8 Meetings

Instructions: Think about up to 5 different meetings you might attend in the space of a month. Decide whether they are well-run or poorly-run and why.

Meeting	Well run?	Poorly run?	Reasons

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2.9 Self-fulfilling Prophecies

Instructions: Self-fulfilling prophecies are the beliefs we have about others that we repeatedly discover to be true. Jot down any beliefs you have about the groups below and question whether they are really true or simply self-fulfilling prophecies.

1. Beliefs about bosses
2. Beliefs about the team
3. Beliefs about colleagues
4. Beliefs about customers
5. Beliefs about people in general

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2.10 How Good a Communicator am I?

Instructions: Use this worksheet to rate yourself as a communicator. Score 5 (strongly agree); 4 (agree); 3 (neither agree nor disagree); 2 (disagree); or 1 (strongly disagree).

		5	4	3	2	1
1	Most of my key relationships at work are co-operative ones.					
2	I rarely experience serious breakdowns in communications.					
3	I have many close relationships where I can express myself openly.					
4	I have regular communications with people at all levels.					
5	I can relate well to the team as a whole and individuals in it.					
6	Most of the meetings I attend are well-run and effective.					
7	I always speak to a purpose, never gossip, complain, or moan.					
8	I believe that all my relationships are based on mutual respect and liking.					
9	My written communications are accurate, concise and to the point.					
10	I work at improving my communications continuously as a way of building trust and understanding.					
Total Score (out of a possible 50):						

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3 How Well Do You Manage Your Time?

Good time management means many things. It means having control over your time instead of letting time control you. It also means doing the right things as well as the right things right. It means saving time when you would otherwise waste it. And it means finding a balance in how you carry out the tasks in your life. This section allows you to think about what kind of time manager you are and how and why time is one of the most important resources in your life.

3.1 Managing Your Time

Instructions: Complete the 5 sentences below, each in different ways. Then rate yourself against your descriptions.

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A successful time manager is someone who…	
A successful time manager is someone who…	
A successful time manager is someone who…	
A A successful time manager is someone who…	
A successful time manager is someone who…	
Now rate yourself out of 10 against the descriptions you've given:	

3.2 The Time Log

Instructions: A time log is a valuable starting point for effective time management. Simply record what you do at regular intervals (say, 10, 15 or 20 minutes) throughout the day (or other period of time). Place the activity into one of the four time zone categories, or select categories of your own choice.

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		Categories:					
Time	Describe the activity	1	2	3	4	5	6

3.3 A Week in My Life

Instructions: First carry out a time log over a period of a week, using the categories of work, home, social and personal. For this you may need to record what you do at half-hourly or hourly intervals. Record the information in the chart below and decide whether the balance of activities is right or not.

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	Total time on each:	% of total time on each:	Aim of the task:	Changes I would like to make:
1. Work				
2. Home				
3. Social				
4. Personal				

3.4 A Day in My Life

Instructions: First, complete a time log for a day's activities. Use the activity list below, adding other categories that you want to record. Then convert the time spent on each activity into total minutes and a % of the total. Transfer the information onto the diagram to make a pie chart.

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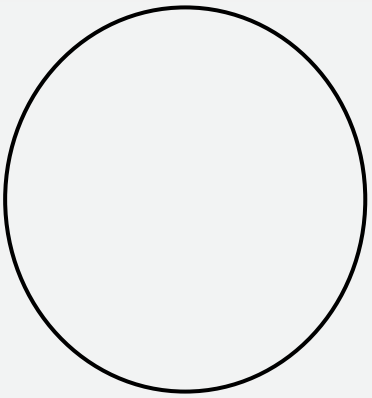
Activity:	Mins:	% of total	
Work Personal Eat Sleep Travel Routines Free time Leisure Family Non-active Other			
Total:			

3.5 Time Robbers

Instructions: Look at the lists of external and internal time robbers and tick those that you believe are responsible for your inability to get to grips with time.

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External time robbers	Internal time robbers
1. incomplete information to act 2. employees bringing problems 3. telephone calls 4. routines bogging me down 5. too many meetings badly run 6. drop-in visitors 7. outside activities 8. crisis management 9. poor communications 10. insufficient planning 11. others (list below)	1. trying to do too much 2. unrealistic time estimates 3. procrastination 4. not listening 5. not saying No 6. too many goals 7. stacked desk 8. disorganised 9. delegating without giving authority 10. my personality 11. others (list below)
How I can deal with my time robbers…	

3.6 Start-Of-The-Week Chart

Instructions: Use the chart below to plan your next week ahead.

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A. Week commencing:
B. Key tasks to be carried out
C. Key people to contact
D. Top priority tasks to do
E. Writing tasks
F. Meetings
G. Phone calls, emails, etc.

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3.7 Tomorrow's Jobs

Instructions: Use this chart to think about the jobs you need to do tomorrow. Jot down your current to-do list, remembering to include jobs you want to do and those which are best done now. Decide which you will do yourself and slot them in to tomorrow's calendar.

Date:		
To-do list	Who will do?	Schedule

3.8 Routine Work

Instructions: In the chart below, record examples of different types of routine work and how much time you spend on them in a typical day.

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Routine tasks:	Examples:	Time
1. workplace habits and routines		
2. systems and procedures		
3. chores		
4. routines		
5. maintenance tasks		
6. paperwork, records, filing		

3.9 Progress Work

Instructions: Progress work is work that adds value to your time. It is work that produces something new. In the chart below, summarise each of the steps of progress work, either by going from your to-do list upwards or from your mission downwards.

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A. What is your overall mission or purpose?
B. Select one goal that relates to your overall mission
C. What are the key results for this goal?
D. What are your bjectives for the next year?
E. What are your progress plans for the next year?
F. What are your current to-do tasks associated with this goal?
G. How much time do you spend on all progress work on a typical day?

3.10 Non-Doing Work

Instructions: Non-doing work covers all the activities you do that aren't active, busy, "doing" work. Use the chart below to assess how much non-doing work you do in a normal day.

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Non-doing tasks:	Examples	Time
1. Creative contemplation		
2. Focused thinking		
3. Tuning-in quiet		
4. Planning		
5. Reviewing		
6. Breaks		

3.11 My Daily Energy Graph

Instructions: We all have times of the day when we feel more energetic than at other times. To get acquainted with your own daily energy cycle, use the chart below to plot how you feel on a typical working day.

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Plot high energy levels above the line and low energy levels below the line.				
Midnight	6.00 am	Midday	6.00 pm	Midnight

3.12 Time With Others

Instructions: Use the chart below to find out who your important others are and how much time you spend with them in a typical day.

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Time with others:	Examples:	Time
1. time with the boss		
2. time with individuals in the team		
3. time with the team as a group		
4. time with colleagues		
5. time with customers and suppliers		
6. time with outsiders		

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3.13 The Interruption Log

Instructions: The Time Interruption Log is a useful device for recording and analysing who causes you most interruptions over any given period. It is a starting point for taking action on managing unnecessary time wasting by others.

Date:	Time:	Who was it?	What about?	How long?	Was it needed?	How did I sort it?
1.						
2.						
3.						
4.						
5.						

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3.14 How Well Do I Manage My Time?

Instructions: Use this worksheet to rate yourself as a communicator. Score 5 (strongly agree); 4 (agree); 3 (neither agree nor disagree); 2 (disagree); or 1 (strongly disagree).

		5	4	3	2	1
1	I value my time so that I don't spend it wastefully or idly.					
2	I work in an environment where I have freedom to manage my time.					
3	I have a good balance between my work and home life.					
4	I spend up to a quarter of my day on carrying out and improving routine tasks.					
5	I spend up to a quarter of each day working on projects that add value.					
6	I know how to manage a project to meet time deadlines.					
7	I prioritise my tasks so that I work mainly on important A1 jobs.					
8	I spend up to a quarter of each day working with others.					
9	I spend up to a quarter of each day on non-doing tasks such as thinking and planning.					
10	I balance my time between doing too much and doing too little.					
Total Score (out of a possible 50):						

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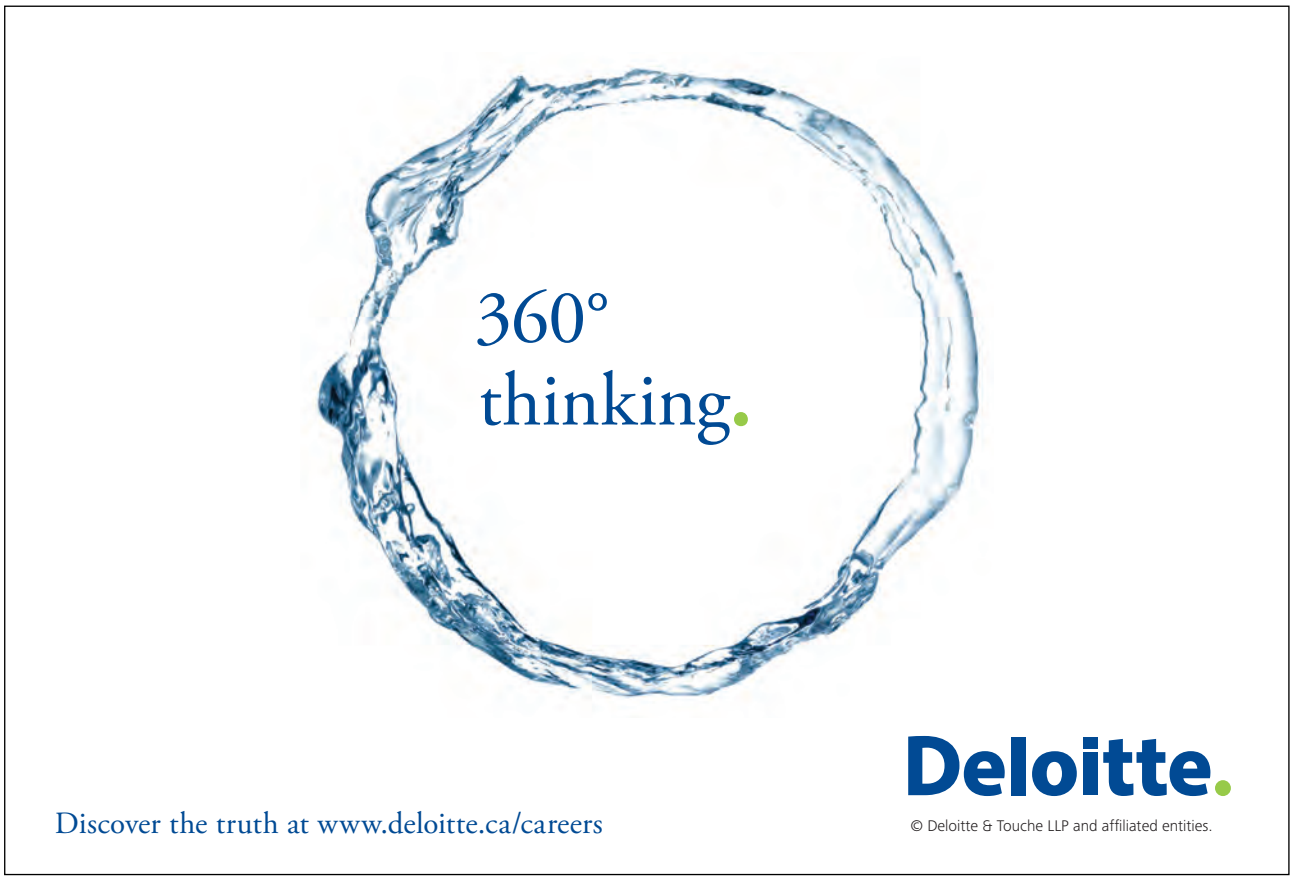
4 Can You Lead Yourself and Others?

When we think about the past, we cannot avoid thinking about the great leaders of the past. We think of people like Moses, Caesar, Boadicea, William the Conqueror, Mohammed, Napoleon, Churchill, Roosevelt, Kennedy and Gandhi. Diverse though these figures were, they all had the same things in common: a vision of where they wanted to go and the ability to inspire and enthuse others to go there with them. Whether you are in an official leadership role or not, this ability to see possibilities and take others with you is something that anyone can have. In this section, you'll be able to assess whether you have leadership potential and how you can turn it into a life-changer for you and others who work with you.

4.1 How Good a Leader Are You?

Instructions: Complete the 5 sentences below, each in different ways. Then rate yourself against your descriptions.



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A leader is someone who…	
A leader is someone who…	
A leader is someone who…	
A leader is someone who…	
A leader is someone who…	
Now rate yourself out of 10 against the descriptions you've given:	

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4.2 Views On Leadership

Instructions: The concept of leadership is surrounded by a certain amount of mystery. We do not know exactly how leaders emerge or why some of us seem pre-destined to be leaders and others followers. To check your own views, answer the questions below.

1. Do you believe that leaders are born, made or a bit of both?
2. Are leaders confined only to those in positions of power, status and authority?
3. Can anyone who possesses the right traits become a leader of others?
4. Is it only people in leadership positions who need leadership skills?
5. In what ways can you lead yourself?

4.3 The Making Of Leaders

Instructions: Great historical leaders seem to possess a number of attributes which, when taken together, produce true leadership qualities. Look at some of these attributes below. Then select five leaders from history (eg Churchill, Napoleon, Kennedy, Gandhi, Elizabeth I) and decide which of the attributes they possessed.

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	Leaders:				
Attributes:	a	b	c	d	e
1. personal traits of leadership eg courage					
2. motivational drive eg a strong desire to lead					
3. upbringing eg they were schooled from an early age					
4. learning eg they were taught how to be a leader					
5. experience eg they followed a traditional route					
6. competence eg they reached a level of skill					
7. power to get things done eg they have remarkable skill					
8. circumstances eg external needs for their type of leader					
9. followership eg there were people who wanted to follow					

4.4 Models of Leadership

Instructions: Many modern-day leaders recall being inspired by people whom they read about or heard about as they were growing up. These became their leadership role models. Consider which figures from history, sport, fiction and your own personal life inspire you.

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A. Historical figures Who? Why?	B. Sports figures Who? Why?
C. Fictional figures Who? Why?	D. Personal figures in your own life Who? Why?

4.5 What Is Your Mission?

Instructions: Mission Statements sum up the purpose and vision of the organisation, team or individual. They affirm where you want to be now and in the future. Use the worksheet below to write down the Mission Statement of your organisation and team and then write your own personal statement.

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1. My organisation's Mission Statement:
2. My team's Mission Statement:
3. My Mission Statement:

4.6 The Vision

Instructions: A vision is more than just a goal or target. A vision inspires with what it believes is possible. It therefore motivates and leads people as well. In the chart below, put into words the vision your team or organisation has and then do the same for yourself.

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We will have accomplished our vision when…	I will have accomplished my vision when…

4.7 Seeing Potential

Instructions: Leaders have the ability to see the potential in any situation. They intuitively know what people can accomplish if they follow certain paths. In the chart below, consider what potential exists in your organisation, your team and in yourself.

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	Strengths that could be developed:	Potential:
1. The organisation		
2. The team		
3. Me		

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4.8 Values

Instructions: The list below shows some of the values that organisations may espouse. Consider which of these values are important in your own organisation and team and add any that aren't included. Then consider how you communicate these values to others.

1. high standards 2. formality 3. caring 4. teamwork 5. looking good 6. success 7. creativity 8. originality 9. information-sharing 10. specialised knowledge 11. loyalty 12. discretion 13. fun 14. change	A. Which values in the list on the left are important in your organisation?
	B. What other values not in the list are important in your organisation?
	C. What are the values that your team espouse?
	D. How can you put across these values to others (whether you're in a recognized leadership role or not)?

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4.9 My Values

Instructions: Select your top five personal values from the list below. If a value is not shown, then add it.

Accountability	Creativity	Ingenuity	Selflessness
Accuracy	Curiosity	Intelligence	Self-reliance
Achievement	Decisiveness Discipline	Justice	Service
Adventurousness	Discretion	Leadership	Simplicity
Ambition	Diversity	Legacy	Speed
Assertiveness	Dynamism	Loyalty	Spontaneity
Balance	Effectiveness	Making a difference	Stability
Being the best	Efficiency	Mastery	Strength
Boldness	Empathy	Obedience	Success
Carefulness	Enjoyment	Openness	Support
Challenge	Expertise	Order	Teamwork
Cheerfulness	Exploration	Positivity	Thoroughness
Commitment	Expressiveness	Preparedness	Thoughtfulness
Community	Fairness	Professionalism	Timeliness
Compassion	Fun	Quality-orientation	Tolerance
Competitiveness	Generosity	Reliability	Traditionalism
Consistency	Growth	Resourcefulness	Trustworthiness
Continuous Improvement	Happiness	Results-oriented	Understanding
Contribution	Hard Work	Security	Uniqueness
Control	Honesty	Self-actualization	Unity
Cooperation	Humility	Self-control	Usefulness
Courtesy	Independence		Vision
			Vitality
Other Values:			
My Top 5 Values are:			

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4.10 Culture

Instructions: An organisation's culture is the collection of shared beliefs that underlie the organisation's reason for existing. They stretch back to the origins of the organisation and are kept alive by those who lead the organisation now. Consider what cultural beliefs your organisation had in the past, has now and needs in the future.

A. What were the beliefs of the organisation when it started?
B. What are the beliefs of the organisation now? For example, what would you tell a new employee that the organisation stood for?
C. How might these beliefs change in future?

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4.11 Rites, Symbols,…

Instructions: Use the chart below to describe some of the rites and rituals, symbols and signals of your organisation.

A. What are the rites and rituals that you or your organisation uphold because they have a significance beyond their immediate purpose?
B. What symbols do you use to express important values for yourself and your organisation?
C. What signals do you consciously send out in your organisation in order to convey its values?

4.12 Climate

Instructions: Consider what is meant by the climate of an organisation. Jot down examples of

ine the

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A. Think of an organisation whose climate you find particularly unwelcoming. Describe what it feels like, looks like and sounds like.	
B. Think of an organisation whose climate you find particularly welcoming. Describe what it feels like, looks like and sounds like.	C. Think of your own organisation. Describe what it feels like, looks like and sounds like when people make contact with it.

4.13 Words and Metaphors

Instructions: The cultural values of an organisation are seen in the language which is used to describe the people in it. Consider the different people who are involved in your organisation, how you refer to them at present and what language might be more suitable to the cultural style you want to create.

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A. What words do you use in your organisation to refer to those in charge? If this doesn't suit the style you're aiming for, what would be better?	B. What words do you use in your team to refer to those in charge? If this doesn't suit the style you're aiming for, what would be better?
C. Choose a metaphor that best describes what your organisation is like (eg a family; a sport's team; a military unit)	

4.14 Role Models

Instructions: Select three people from different parts and levels of the organisation whose behaviour in general or in a particular case marks them out as role models for others. Describe what they do or did.

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Role model 1
Role model 2
Role model 3

4.15 Story and Myth

Instructions: All cultures are sustained through story and myth. They are the way that the original values of the organisation are passed to those who follow them. Consider what stories and myths are told in your own organisation (whether true or anecdotal) and jot down two examples below.

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1. Jot down a favourite story told in your organisation that symbolizes what the organisation stands for. This could be a story recounted at induction, at management meetings, in the company newsletter.
2. Jot down a story or anecdote that warns of what might happen if the wrong values are followed in the organisation.

4.16 Leadership Styles

Instructions: Consider instances in the past when you have needed to use each of the four different leadership styles: delegating; consultative; problem-solving and directive. Use the chart below to describe how you used them. Then think about which styles you like to work with yourself.

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A. Consultative	B. Problem-solving
C. Delegating	D. Directive
Which style do you prefer to be applied to you? Which style do you naturally use first yourself?	

4.17 I'm Stuck in the Lift!

Instructions: Imagine that you have become stuck in a lift for 15 minutes. The only other person in the lift with you is a member of your team. What would you talk about? What questions would you ask to find out more about him or her? What would you be interested in? Do this exercise for three members of your team.

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Team member 1
Team member 2
Team Member 3

4.18 Habits

Instructions: Building a consistently successful team often depends more on developing good habits amongst everyone than on one moment of outstanding work. Habits teach us discipline and obedience as well as self-control. Jot down what habits you admire in others, which you want to drop and which you want to acquire.

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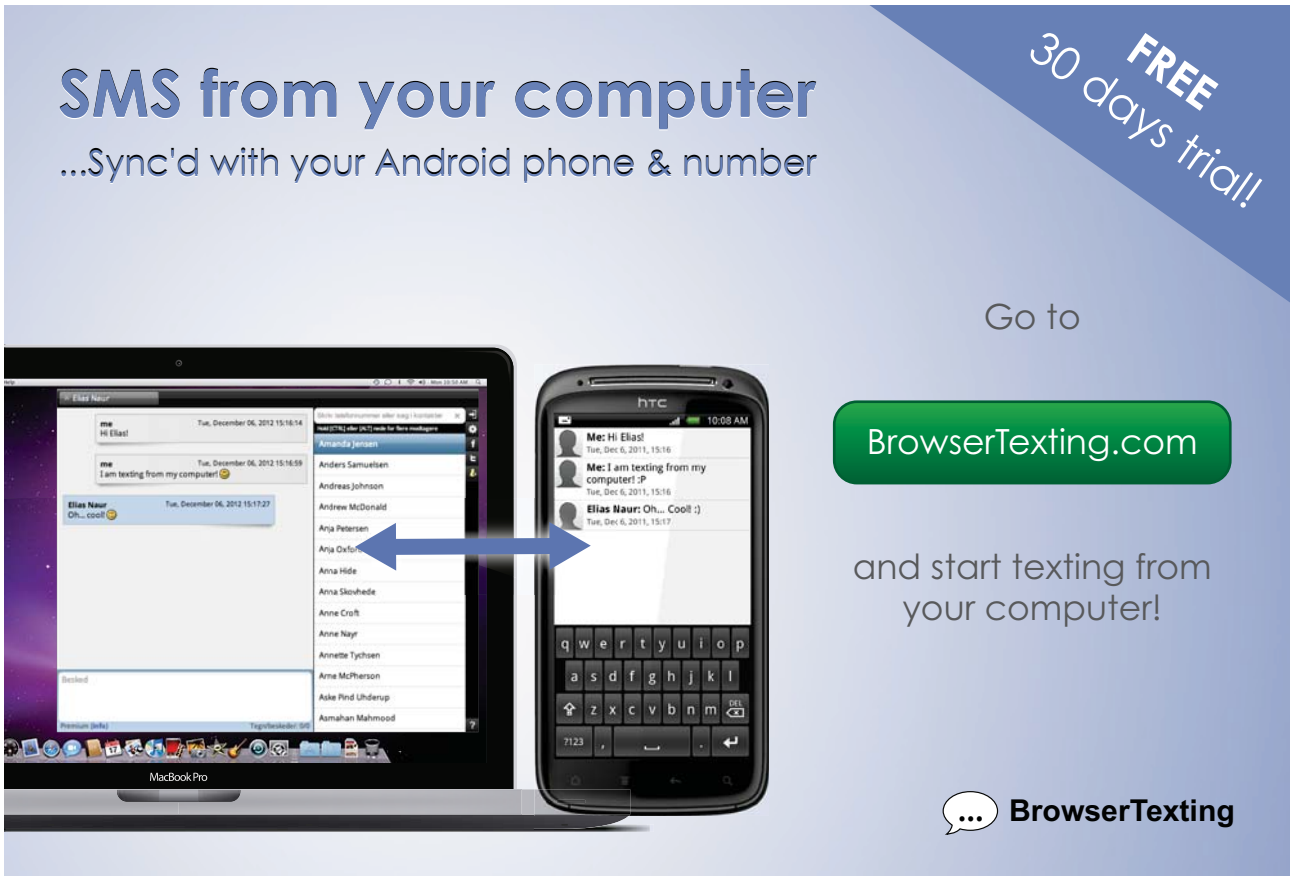
A. What habits of leadership do you observe and admire in others (eg the ability to remember people's names; the ability to motivate them; the ability to influence them; the ability to use total listening with them; the ability to charm; etc)?
B. What current habits do you want to drop?
C. What new leadership habits would you like to acquire?

4.19 Adding Value

Instructions: When individuals are motivated and own their work, they see it as their own business and want to succeed. Consider the nine ways in which individuals add value below and jot down how you could add value in each of the different ways.



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1. Personal responsibility Jot down a personal work goal that you are totally committed to.	
2. Teamwork Jot down one thing you do that creates a more cohesive team	
3. Targets Jot down any team target that you currently are committed to	
4. Quality Jot down one way to improve the quality of the team's work	
5. Learning Jot down one new thing you could learn that would improve teamwork in your team	
6. Rewards Jot down the rewards that come from being in the team	
7. New work Jot down one new thing you are looking forward to doing	
8. Wants Jot down the most important thing you want from your job	
9. Ease Jot down one thing to make your job easier	

4.20 How Well Do I Lead Myself and Others?

Instructions: Use this worksheet to rate yourself as a communicator. Score 5 (strongly agree); 4 (agree); 3 (neither agree nor disagree); 2 (disagree); or 1 (strongly disagree).

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		5	4	3	2	1
1	I know what is meant by leading yourself and others.					
2	I set a good example to others in my work habits, attitudes, and performance.					
3	I am true to my own personal values.					
4	I believe in helping others grow and fulfil their potential.					
5	I like to create a "can-do" climate.					
6	I aim to inspire others to achieve personal and team goals					
7	I can use a range of influencing styles to get the best out of others.					
8	I adopt a high level of honesty and integrity in my work.					
9	I am committed to the mission and vision of the team.					
10	I put the needs of the team before personal advantage.					
Total Score (out of a possible 50):						

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5 How Stressful Is Your Life?

Stress has been called the plague of the modern age. It is thought to be linked to two-thirds of medical conditions in the Western world. Studies show that it is not just our way of life that causes stress, but our way of work as well. Fortunately, for most of us the serious symptoms of stress are rare, but for some they can be a more or less permanent feature of life. If you are judged in your job by how well you manage yourself, then you will also be judged by how well you manage your stress.

5.1 A Successful Stress Manager

Instructions: Complete the 5 sentences below, each in different ways. Then rate yourself against your descriptions.

A successful stress manager is someone who…

A successful stress manager is someone who…

A successful stress manager is someone who…

Now rate yourself out of 10 against the descriptions you've given:

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5.2 My Experiences of Stress

Instructions: Below are lists of some of the physical and psychological symptoms of stress. Identify a time when you experienced stress and tick the symptoms that accompanied it.

Stress event:	
Physical symptoms: Lack of appetite Nervous twitching Indigestion Constipation Diarrhoea Insomnia Sweating Nail-biting Nausea Headaches Impotence Desire to cry Other (add below):	*Psychological symptoms:* Feeling of failure Feeling of inadequacy Feeling of loneliness Feeling of being unliked Irritability No sense of humour Suppressed anger Dread of the future No interest in life Unable to settle Other (add below):

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5.3 Job Stressors

Instructions: Look at the list of job stress factors below. Rate them from 1 to 5 according to the extent they cause you stress in your current job. Jot down what action you need to take to manage them.

Job Stress Factors:	Rate	Action:
1. a job whose demands are too great		
2. a job whose demands are too low		
3. unsocial hours		
4. poor or unsafe working conditions		
5. working with people I dislike		
6. working with a boss I dislike		
7. win-lose games		
8. political in-fighting		
9. bullying and harassment		
10. customer demands we can't meet		
11. dishonest practices		
12. the pace of change		
13. no time		
14. job insecurity		

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5.4 Life Events Rating

Instructions: Look at the version of the Holmes-Rahe Life Events Rating Scale below. Tick any of the life events if they have happened to you in the last 3 to 6 months and describe what you do to manage the stress. A total rating of more than 200 points indicates high vulnerability to stress.

Life Event:	Yes/No	Action:
1. death of a spouse (100 points)		
2. divorce (73)		
3. marital separation (65)		
4. imprisonment (63)		
5. death of a close family member (63)		
6. personal injury or illness (53)		
7. marriage (50)		
8. dismissal from work (47)		
9. marital reconciliation (45)		
10. retirement (45)		
11. change in health of family member (44)		
12. pregnancy (40)		
13. sexual difficulties (39)		
14. gain of a new family member (39)		
15. business readjustment (39)		
16. change in financial state (38)		
17. death of a close friend (37)		
18. change to different line of work (36)		
19. change in frequency of arguments (35)		
20. major mortgage (32)		
TOTAL SCORE:		

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5.5 The Hardy Personality

Instructions: Look at the set of statements below and ring one of the options that best describes you and your situation at present.

A. Control: I have total/a lot/some/a lttle/no control over what I do at work. I have total/a lot/some/a lttle/no control over the pace I work. I have total/a lot/some/a lttle/no control over who I work with.
B. Commitment: I have total/a lot/some/a lttle/no commitment to the job I'm in. I have total/a lot/some/a lttle/no commitment to the organisation I'm in. I have total/a lot/some/a lttle/no commitment to the team I'm in.
C. Change: I have total/a lot/some/a lttle/no belief that I can handle anything. I have total/a lot/some/a lttle/no belief that what I am doing is worthwhile. I have total/a lot/some/a lttle/no belief that things will work out.

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5.6 The Adaptive Response

Instructions: Think about occasions when you have been stressed and then tick the behaviours below that best describe your response.

A. Maladaptive response: When I feel stressed, I… …try not to think about it …pretend it hasn't happened …keep it to myself …rely on crutches such as stimulants
B. Temporary adaptive response: When I feel stressed, I… …throw myself into my work …bottle it up for the time being …break down later …do some physical work …take it out on others
C. Adaptive response: When I feel stressed, I… …admit it …take time out to think about it …try to understand what's happening to me …talk to others about the way I am behaving

5.7 The Balanced Life

Instructions: Look at the four boxes below describing the needs of a balanced lifestyle. Score yourself on the attention you currently give each area out of 25 each.

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A. The Physical Do you give attention to…	B. The Mental Do you give attention to…
The shape you're in	Your potential and growth
Your physical fitness	Your job
Your weight	Your skills
Your stamina	Your knowledge
Your diet	Your learning
Your sleep patterns	Your future possibilities
Score:	Score:
C. The Social/Emotional Do you give attention to…	D. The Spiritual Do you give attention to…
The important others in your life	The greater purpose of life
Family	The meaning of life
Customers	Your beliefs
Boss	Your faith
Team	Your role in the world
Children	Your values
Old people	Score:
Score:	
What action would you now take for a balance?	

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5.8 Managing The Physical

Instructions: Incorporating a plan to deal with stress on our physical bodies is an essential part of a holistic stress management programme. Look at the topics below and describe how you are currently managing each one.

1. Do you have a space for personal quiet? Where is this?
2. Do you have a place where you can feel totally at peace? Where is this?
3. Do you have favourite healthy meals? What are they?
4. Do you respond assertively to demands on your time? Can you say No?
5. Do you plan each day so that you're not overloaded? What is this plan?
6. Do you handle unexpected change well? What do you do when surprises hit you?
7. Do you take exercise regularly? What do you do?
8. Do you practise any form of relaxation? What?

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5.9 Learning To Say No

Instructions: Think of a situation and relationship in which you often find it hard to say "No". Then read the piece by Stephen Covey and re-write it to fit your own situation when you want to decline politely.

A. My situation…
B. "My wife recently called one of her dear friends to ask if she would serve on one of her committees. Her friend listened for a long time and then said: "Sandra, that sounds like a wonderful project, a really worthwhile undertaking. I appreciate so much your asking me to be part of it. I feel honoured by it. For a number of reasons I won't be participating myself. But I want you to know how much I appreciate your invitation.""
C. Re-write my situation…

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5.10 An Emotions Check

Instructions: Look at the types of stressful emotions below and identify when and where you experience them and how you can change.

A. Power emotions: Anger, rage, fury Annoyance, irritation Impatience Exasperation Disdain	What causes these in me?	How can I change?
B. Security Emotions: Fear, apprehension Embarrassment Despair Hurt Helplessness Loneliness	What causes these in me?	How can I change?
C. Sensation Emotions: Frustration Disappointment Disgust Grief Jealousy	What causes these in me?	How can I change?

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5.11 Changing Perceptions

Instructions: Choose three situations in which you experience excessive stress. For each of them in the boxes below, describe the negative self-talk which runs through your mind. Then write out a new self-talk for each one which re-frames the way you see the situation into positive and beneficial ways.

A. Stress Situation 1: My negative self-talk (eg "I can't cope with my present workload. I'm drowning."): My re-framed positive self-talk (eg "It's great that I am so busy. I need to spend more time planning and thinking than doing to get them all done. That way I'll do it."):
B. Stress Situation 2: My negative self-talk: My re-framed positive self-talk:
C. Stress Situation 3: My negative self-talk: My re-framed positive self-talk:

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5.12 Escape Routes

Instructions: Think of a pressure situation you have been in and how you reacted (panic? high anxiety? worry? frustration?). Describe the situation in box A. Then in box B indicate which of the ten assertive escape routes might have helped you and how you would apply them.

A. The pressure situation:	
B. Escape routes:	C. Methods:
1. going with the flow	
2. letting go	
3. slowing down	
4. asking for time	
5, saying "no"	
6. fogging (accepting responsibility)	
7. a wider time perspective	
8. humour	
9. a focused relaxation exercise	
10. standing back from it	

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5.13 What Inspires You?

Instructions: It is not clear why at moments of personal stress, many people find comfort in reading poetry, songs or inspirational writings. Perhaps it is the realisation that our own problems have not only been experienced by others but that it is our problems that make us human. Research and select some pieces that have an inspiring effect on you.

Name/author of the piece:
What the piece means to you:
Jot down the piece so that you have a record when you need it.

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5.14 How Well Do I Manage My Stress?

Instructions: Use this worksheet to rate yourself as a communicator. Score 5 (strongly agree); 4 (agree); 3 (neither agree nor disagree); 2 (disagree); or 1 (strongly disagree).

		5	4	3	2	1
1	I understand the nature of stress and its physical and psychological symptoms.					
2	I know what factors cause stress at work and how to manage them.					
3	I know what life events cause the greatest stress and how to handle them.					
4	I have developed the stress-hardy personality in my job where I have control, commitment and can manage change.					
5	I know the difference between maladaptive approaches to coping with stress and adaptive approaches.					
6	I use a range of stress management techniques for my physical, mental, emotional and spiritual health.					
7	I say "No" to jobs that I don't have time to do.					
8	I switch off from work when things get too much.					
9	I can turn negative threats into positive challenges.					
10	I have my own self-renewing energy sources.					
Total Score (out of a possible 50):						

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6 How Creative Are You?

Few of us spend much time practising thinking skills. We believe that thinking is either a natural function that requires no learning or believe that the great thinkers among us are naturally gifted and not the same as the rest of us. Nothing could be further from the truth. All modern research shows that each of us has a hugely powerful potential in our brains that in nearly every instance lies vastly under-used. Moreover, when faced with a wide range of unsolveable problems in our lives, the need to use this potential has never been greater. Find out just how creative you are and can be.

6.1 How Creative Are You?

Instructions: Complete the 5 sentences below, each in different ways. Then rate yourself against your descriptions.

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A creative person is someone who…	
A creative person is someone who…	
A creative person is someone who…	
A creative person is someone who…	
A creative person is someone who…	
Now rate yourself out of 10 against the descriptions you've given:	

6.2 Using Thinking Skills

Instructions: Look at the list of thinking skills in column A. In column B, jot down where, when and how you need to make use of this skill in your job or outside your job. Then, in box C, rate the importance of each skill in your job role from 1 to 8.

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A. Thinking Skill	B. Where I could use this skill	C.
1. Handling information		
2. Developing a resourceful state		
3. Planning		
4. Reviewing and remembering		
5. Overcoming mental blocks		
6. Decision-taking		
7. Innovating		
8. Concentrating		

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6.3 Creative Visualisation

Instructions: Creative Visualisation is the ability to create in our mind's eye a picture of the future we want. In box A, think of any job you have to do in the near future. Make notes about how you see the job turning out. Do the same in box B for a whole day ahead. In box C, do the same for important goals which you are currently working on.

A. Visualising a job I have to do…
B. Visualising the day ahead…
C. Visualising my goals being achieved…

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6.4 The Peg System

Instructions: The Peg System is a memory-training system based on sounds associating with numbers. It is useful for remembering long numbers such as PIN numbers. In column A below, we've created words to rhyme with the numbers 0 to 9. In box B jot down the number you want to remember. In box C, create your story using the rhyming words in the right sequence.

A. The Rhyming Peg System…	C. Your Story…
1 = bun 2 = shoe 3 = tree 4 = door 5 = hive 6 = sticks 7 = heaven 8 = gate 9 = wine 0 = hero (for zero)	
B. The number you want to remember…	

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6.5 My Favourite Thinking Spots

Instructions: We each have our favourite thinking places and times, those moments when we can let our thoughts bubble up to the surface unhindered and uninterrupted. Jot down below your favourite thinking places, times, people and moods.

A. My favourite thinking places and surroundings (eg when out walking; when exercising; when with others)	B. My favourite thinking times (eg time of day; time with others; time in the bath)
C. The people who stimulate my thinking (eg certain colleagues and friends; certain writers)	D. My favourite mood for thinking (eg unhurried; distracted; doing routines)

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6.6 Logical Thinking

Instructions: This exercise is an example of logical thinking. Think of a problem that you have right now for which there is a definite solution (eg a machine fault in your computer or car). Jot down all the relevant facts, adding new ones if you have to find them out. Theorise what the solution may be before selecting the most likely answer.

A. The problem…
B. The goal The outcome I want is…
C. Relevant facts What is known…
D. Possible theories which fit the facts…
E. My solution…

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6.7 The Brick

Instructions: "The Brick" is a well-known exercise in creative thinking. In box A below take five minutes to write down all the uses of a brick. When you have finished, categorise them into "fluent" and "flexible" lists. In box B, take one attribute of the brick (eg its weight, colour, texture) and brainstorm uses based on this one attribute.

<table>
<tr><td colspan="2">A. Uses of a brick</td></tr>
<tr><td>Fluent uses (ie related to its normal use):</td><td>Flexible uses (ie unrelated to its normal use):</td></tr>
<tr><td colspan="2">B. Attribute listing. Attribute =</td></tr>
</table>

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6.8 Making Connections

Instructions: Making connections between apparently unrelated objects is a good exercise in creative thinking. In box A, write down the names of two items chosen at random. In box B, brainstorm all the ideas you might have where the two objects combine to form a new object. In box C, select one idea that you believe has practical value.

A. Item 1: Item 2:
B. Ideas for connections…
C. A new invention…

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6.9 Sparking

Instructions: Sparking is the first stage in brainstorming and refers to the generation of ideas. In box A, write out a problem that you or your team currently has (eg "How do we increase our market share in toiletries?"). In box B, write down all the ideas that come to you, ensuring that one idea sparks off another.

A. The Problem…
B. Sparking ideas…

The Wake
the only emission we want to leave behind
Low-speed Engines Medium-speed Engines Turbochargers Propellers Propulsion Packages PrimeServ
The design of eco-friendly marine power and propulsion solutions is crucial for MAN Diesel & Turbo.
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6.10 Pros And Cons

Instructions: Consider any issue at present about which you need to make a decision (eg which of many brainstorming options would be best). Use the chart below to list all the plus points and the minus points. Then weigh them up and make your decision.

<table>
<tr><td colspan="2">The Problem…</td></tr>
<tr><td>Pros:</td><td>Cons:</td></tr>
<tr><td colspan="2">Decision:</td></tr>
</table>

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6.11 How Creative Am I?

Instructions: Use this worksheet to rate yourself as a communicator. Score 5 (strongly agree); 4 (agree); 3 (neither agree nor disagree); 2 (disagree); or 1 (strongly disagree).

		5	4	3	2	1
1	I know which thinking skills are needed in today's workplaces.					
2	I can balance my thoughts and avoid the extremes of high and low expectations.					
3	I can use my imagination to visualise how things will turn out.					
4	I know how to remember long lists of numbers.					
5	I know where and when I do my best thinking.					
6	I know how to find faults using logical thinking.					
7	I can apply creative ideas to everyday problems.					
8	I can be innovative in creating new connections.					
9	I know how to use brainstorming to create a lot of ideas quickly.					
10	I know how to make well-thought-through decisions.					
Total Score (out of a possible 50):						

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7 How Motivated Are You to Grow and Develop?

All of us have two distinct choices to make about what we will accomplish with our lives. The first choice is to be less than we can be. To earn less, have less, do less, and think less. To make less effort and practise less discipline. These are the choices that lead to an empty life, a life of constant apprehension, instead of a life of wondrous anticipation. Our second choice is to strive, produce and accomplish as much as we possibly can. Just as a mighty oak reaches up towards the sky, we have the worthy challenge to stretch to the full measure of our capabilities. Our ultimate life objective should be to create as much as our talent, ability and desire will allow us to create. The greatest rewards are reserved for those who bring the greatest value to themselves and those around them as a result of who they are and who they have become.

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7.1 How Motivated Are You?

Instructions: Complete the 5 sentences below, each in different ways. Then rate yourself against your descriptions.

A motivated person is someone who…	
A motivated person is someone who…	
A motivated person is someone who…	
A motivated person is someone who…	
A motivated person is someone who…	
Now rate yourself out of 10 against the descriptions you've given:	

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7.2 My Talents, My Genius

Instructions: We all have talents and we all have genius. The chart below gives you an insight to where those talents lie and what you can accomplish with them.

1. What things do you believe you do better than most people around you?
2. What kind of things have you done which others have described as "outstanding"?
3. What kind of skills do you find come easily to you?
4. List past achievements of which you are particularly proud.
5. List future achievements you would be most proud of.

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7.3 A Strengths Inventory

Instructions: We know our strengths from the yearnings we have to do well; from satisfying work; from rapid learning; and from moments of excellence. Use the chart below to find out your own strengths. Then decide how you can develop them.

A. Examples of longings and yearnings	
B. Examples of work that I find satisfying	
C. Examples of areas of rapid learning	
D. Examples of moments of excellent performance	
E. How The Strengths Can Be Built Upon…	

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7.4 Weaknesses

Instructions: We know our weaknesses from the tasks we dislike doing; from unsatisfying work; from areas of slow learning; and from repeated poor performance. Use the chart below to find out your own weaknesses. Then suggest how you can manage them.

A. Examples of tasks I don't relish	
B. Examples of work that I find unsatisfying	
C. Examples of areas of slow learning	
D. Examples of repeatedly poor performance	
E. How the weaknesses can be managed…	

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7.5 My Life Chart

Instructions: Completing a Life Chart helps you put into focus the important events in your life and how the past links to the present and the future. Draw a line from age 12 on the left margin to the present and project it into the future, illustrating negative and positive periods of your life by drawing either side of the line. Indicate what key events were.

Now		The Present	

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7.6 Overcoming the Odds

Instructions: Examples of individuals who have overcome huge setbacks to achieve goals and potential are regularly reported on television and in the press. Jot down below 3 examples that you have come across; or use an example known to you personally.

1. Example 1 of someone who has overcome great odds?	1. Example 2 of someone who has overcome great odds?	1. Example 3 of someone who has overcome great odds?
2. What was the situation?	2. What was the situation?	2. What was the situation?
3. Where and when?	3. Where and when?	3. Where and when?
4. What were the difficulties faced?	4. What were the difficulties faced?	4. What were the difficulties faced?
5. What was the outcome?	5. What was the outcome?	5. What was the outcome?

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7.7 My Goals

Instructions: Goal-setting is the defining activity of self-development. It is the one activity that sets us on the path to accomplishing what we are capable of. Use the chart below to brainstorm your current goals and check that they are defined in a way that makes them achievable.

1. Brainstorm your current goals. Make them as big as possible.
2. List up to 3 activities which would help you move towards one of these goals:
3. Describe one of the goals in behavioural terms (ie not status but how you will one day behave)
4. Check out your goals against the following… Are the goals based on your strengths? Are the goals ecologically sound? Can you visualise yourself when the goal has been achieved/ Can the goal be broken down into small targets? Could the goal be adjusted if new information comes in?

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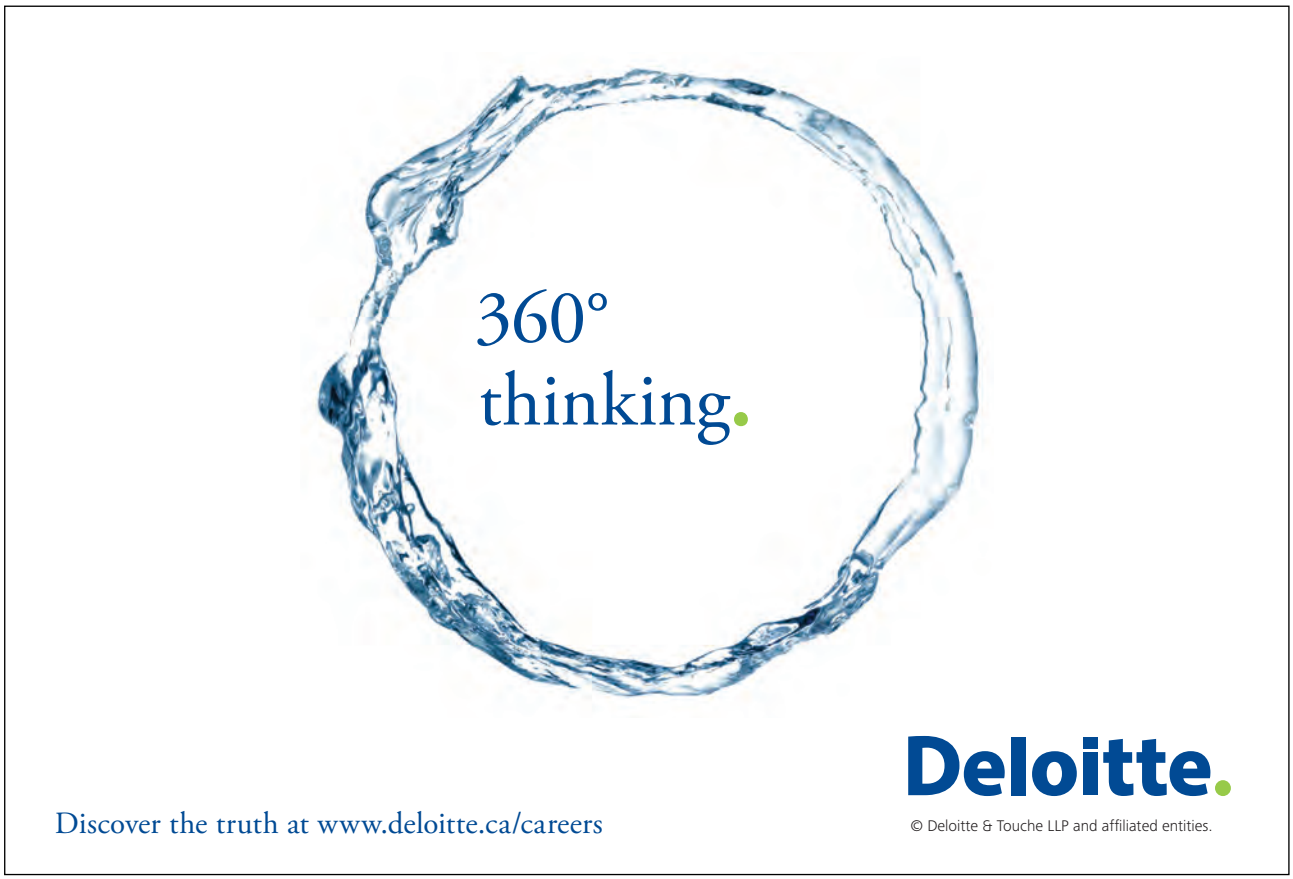
7.8 Pitching Your Goals

Instructions: Pitching our goals right is part of the process of goal-setting. Use the chart below to consider three goals that you have at present. Adjust the goal to make it easily achievable, excessively difficult and just right. Notice how you feel about each one.

	Too easy	Too hard	Just right
Goal 1			
Goal 2			
Goal 3			



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7.9 Affirmations

Instructions: Affirmations bring the future nearer. By being worded in the present, they link how we want to be to how we are now. Use the chart below to write affirmations for your own personal goals, your team's and the organisation's.

A. Write down an affirmation of your present goal…
B. Write down an affirmation of your team's goals…
C. Write down an affirmation of your organisation's goals…

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7.10 Programming

Instructions: Programming is one of the quickest ways to ensure we reach a goal we have set ourselves. Try out the techniques below for a goal you have set yourself.

1. When you have achieved your goal… What will things look like? What will things sound like? What will things feel like?
2. What pleasant experiences will result from achieving this goal?
3. What unpleasant experiences will you avoid by achieving this goal?
4. What "as-if" practice can you use to get familiar with achieving this goal?

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7.11 Physical Energy

Instructions: Use the chart below to record your levels of exercise and what you eat on any normal day. Then decide whether you want to change these to give yourself more physical energy.

1. Aerobic Exercise	2. Diet
Select a random day and record the amount of aerobic exercise you get…	Select a random day and record what you eat…
What changes would you like to make?	What changes would you like to make?

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7.12 Mental Energy

Instructions: Think of occasions when you failed to achieve a desired goal because you didn't think you were up to it. The chances are you used one of the chains of the past or mental excuses. Jot down some of the mental energy blocks that you use and replace them with positive self-talk.

Block	Negative self-talk…	…replaced with positive self-talk
1. labels from the past		
2. cultural stereotyping		
3. "musts" from others		
4. blind spots		
5. habits		
6. giving up		
7. excuses		
8. fear of failure		

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7.13 My Positivity Rating

Instructions: Positive thinking and positive behaviour are the keys to achieving challenging goals. The belief that we will reach the goals we set ourselves works like a magnet on us. Use the chart below to assess how well you rate yourself across a range of simple positivity measures. Then decide how you could do better.

Positivity factors	OK	How I could do better…
1. dress first class		
2. smile at others		
3. try to genuinely like others		
4. use positive strokes		
5. be first to shake hands		
6. be interested in the world around me		
7. give people more of my time		
8. pay attention to personal grooming		
9. sit erect, stand erect, walk erect		
10. be confident		
Action Plans…		

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7.14 New Birth

Instructions: Identify a time in your past when you found yourself in a new situation that was unfamiliar to you. Think about how you handled it and, using the seven steps of the change spiral, suggest how you could have handled it better.

The situation:	
Steps in the change spiral:	*How I managed:*
1. Letting go of the past	
2. Letting yourself be in the new situation	
3. Exploring the new situation	
4. Thinking about what to do	
5. Developing a new identity of who you are	
6. Learning new skills	
7. Integrating, completing and moving on	

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7.15 Mastery

Instructions: Use the chart below to personalise some of the aspects of mastery at work.

1. In what areas of your work do you want to excel?	2. What parts of your work would you say you "loved"?
3. What are you able to do to give something back, or "tithe"?	4. In what part of your work do you approach artistry?
5. What peak experiences have you had in your work?	6. How do you celebrate your achievements?

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7.16 How Motivated Am I to Reach My Goals?

Instructions: Use this worksheet to rate yourself as a communicator. Score 5 (strongly agree); 4 (agree); 3 (neither agree nor disagree); 2 (disagree); or 1 (strongly disagree).

		5	4	3	2	1
1	I know that I have talents and potential that can be developed.					
2	I know where my strengths and weaknesses lie.					
3	I can draw my life chart and project it into the future.					
4	I have personal heroes who overcame great odds to achieve their potential.					
5	I have goals and know how to set them.					
6	I can know how to programme myself to achieve my goals.					
7	I know how to stay fit and eat well.					
8	I know how to remove the mental limitations on what I can achieve.					
9	I think and behave positively at all times.					
10	I know how to work through personal change.					
Total Score (out of a possible 50):						